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Excerpts from the revised 1968 Minimum Standards for Ohio High Schools, and from the 1968 Minimum Standards for Ohio Junior High Schools are contained in this publication. Section I cites minimum guidance standards for (1) the school guidance program, including guidance staff functions, teacher participation, and administrator participation; and (2) measurement evaluation, and research. In the second section are standards having guidance implications for high schools and junior high schools, dealing with pupil services, staff personnel, instructional materials, physical facilities, organization, curriculum, and education and research. The publication is intended for all Ohio school counselors and serves as a basis for discussions. (KP)

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N.S.G.

MINIMUM JUNIOR HIGH AND HIGH SCHOOL STANDARDS
RELATED TO GUIDANCE
Including
-- Interpretative and Explanatory Material --

Effective July 1, 1968

Division of Guidance and Testing
State of Ohio Department of Education
751 Northwest Boulevard, Columbus, Ohio 43212

January 1969

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MINIMUM JUNIOR HIGH AND HIGH SCHOOL STANDARDS

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Effective July 1, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Division of Guidance and Testing
State of Ohio Department of Education
751 Northwest Boulevard, Columbus, Ohio 43212

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INTRODUCTION

This publication contains excerpts from the revised 1968 MINIMUM STANDARDS FOR OHIO HIGH SCHOOLS, and from the 1968 MINIMUM STANDARDS FOR OHIO JUNIOR HIGH SCHOOLS. The material is divided into two distinct sections:

1. Minimum Guidance Standards
2. Standards Having Guidance Implications

An "Interpretative Section" is included in bold faced type following the Standard to which it applies.

Minimum Ohio High School Standards were first adopted by the State Board of Education in 1957. Since that time they have served as an official guide for school planning and operation.

It is a goal that these Standards will be reviewed by each Ohio school counselor, and that they will serve as the basis for group discussions in area guidance association meetings and in counselor education classes.

The publication was prepared by Richard E. Green, Coordinator, Vocational Guidance, Division of Guidance and Testing.

RG:bb

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THE SCHOOL GUIDANCE PROGRAM*

A guidance program consists of organized and sequential services in which each staff member of the school is a responsible participant. Guidance objectives shall include written statements reflecting the intent of helping all students (1) attain meaningful self direction for their own lives, (2) develop an understanding and acceptance of themselves, (3) attain optimum personal development through education, (4) progress toward productive and rewarding careers, and (5) develop satisfying relationships with others.

A. Guidance Staff Functions

1. Individual and Group Counseling -- Individual counseling assistance shall be easily accessible and promptly available to all students on matters of concern to them. Planned individual or small group counseling initiated by the counselor includes assistance to students in (a) developing self understanding through interpretation of test performances and other experiences, (b) developing meaningful educational and career goals, and (c) planning school programs of study.

2. Group Guidance Instruction -- Guidance instruction is systematically provided at each grade level and includes assistance to students in (a) orientation to school, (b) electing school courses and student activities, (c) educational and vocational planning, (d) interpreting standardized test results, (e) developing study skills, and (f) relating with others.

3. Staff Consultation -- Stimulation and assistance is given to teachers and administrators in helping them to participate in the guidance program and to utilize its services. School staff members are helped to understand the abilities, interests, plans, and needs of individuals and groups of students.

4. Parent Consultation -- Individual conferences and group meetings are planned, initiated, and provided for purposes of discussing with parents their children's (a) educational progress and needs, (b) course selections, (c) educational and vocational opportunities and plans, and (d) study skills.

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* This section is a direct quote from Minimum Standards for Ohio High Schools, Revised 1968, p. 61, and Minimum Standards for Ohio Junior High Schools, 1968, p. 42 .

5. Student Information Service -- Information about individual students is collected and organized in cumulative guidance records which include (a) school marks, (b) standardized test performances, (c) student activity participation, (d) educational and vocational preferences, and (e) special interests, talents achievements, and goals. The information is available for interpretation to staff, parents, and students concerned.

6. Guidance Information Service -- Current informational materials are organized and easily available for use by staff and students. These materials include information on (a) vocations, (b) post high school educational opportunities, (c) financial aids, (d) military services, (e) school courses and student activities, and (f) study skills.

7. Guidance Resource Service -- Working relationships and procedures are established with available school and community resources such as (a) school pupil services, (b) employment service, (c) education and vocational consultants, and (d) community service organizations. Procedures are developed to facilitate the application and admission of students into post high school education.

8. Guidance Research and Evaluation Service -- Organized provision is made to identify and describe the characteristics, accomplishments, and needs of student groups. Periodic surveys of current students and follow-up studies of graduates and dropouts are conducted to evaluate the effectiveness of the guidance program in achieving its objectives.

B. Teacher Participation

Teachers shall contribute to the accomplishment of guidance objectives by cooperating with the counselor in his performance of guidance staff functions and by (1) presenting the educational and vocational implications of subjects being taught, (2) understanding the abilities, needs, interests, and goals of students and using this understanding in planning instruction, (3) helping students develop study skills, (4) providing a classroom climate which promotes positive self-concepts and interpersonal relations, and (5) supporting student activities which promote the achievement of guidance objectives.

C. Administrator Participation

Administrators shall contribute to the accomplishment of guidance objectives by cooperating with the counselor in his performance of guidance staff functions and by (1) interpreting to the community and board of education the objectives, services, accomplishments, and needs of the guidance program, (2) initiating guidance in-service education of total staff, (3) establishing policies, regulations, and job descriptions for conducting the guidance program, and (4) securing financial and clerical support for guidance functions.

MEASUREMENT, EVALUATION, AND RESEARCH*

Organized provisions shall be made for the collection, organization, and interpretation of educationally relevant information for the purposes of (1) developing helpful understandings about individual students and groups of students, (2) improving the effectiveness of school programs, and (3) improving the decision making of students, teachers, and administrators, and the community.

A. Measurement

1. Standardized Testing -- Objective group tests which are valid for the purpose in which they are used shall be utilized to measure systematically current student abilities, achievements, and aptitudes. A staff member shall coordinate the (a) securing and processing of test materials, (b) proper administration of tests, and (c) meaningful interpretation of test results.

2. Classroom Measurement -- Student progress toward the achievement of educational objective shall be measured by using a variety of objective, essay, and observational methods. Written objectives for each learning area shall be stated in terms of student development. The attainment of these objectives shall be measured by appropriate methods for the purposes of providing helpful information to students and for improving instruction. The adequacy of teacher-developed measuring methods shall be systematically appraised.

3. Surveys -- Periodic surveys of students shall be made to identify general characteristics of student groups by collecting such information as (a) student participation in school activities, (b) educational and vocational plans, (c) opinions and attitudes toward school, (d) educational handicaps and needs, and (e) other information related to education. Follow-up studies of former students and dropouts shall be conducted. Periodic surveys shall be made of teachers, parents, and community for such purposes as identifying (a) educational resources, (b) educational needs, and (c) opinions and attitudes toward school programs.

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* This section is a direct quote from Minimum Standards for Ohio High Schools, Revised 1968, p. 64, and Minimum Standards for Ohio Junior High Schools, 1968, p. 45.

B. Evaluation

Provisions shall be made for school program evaluation which consists of (1) defining in written form the specific objectives of the program, (2) collecting objective and subjective information about the attainment of these objectives, (3) judging the adequacies of the program attainment, and (4) making decisions about program improvement. Educational processes as well as educational outcomes shall be evaluated by collecting information from students, staff, and parents through such means as inventories, behavioral records, questionnaires, case studies, objective tests, interviews, and evaluative criteria check lists.

C. Research

Studies shall be made under controlled conditions for such purposes as (1) finding answers to specific educational questions, (2) establishing relationships between educational inputs and outcomes, (3) comparing relative effectiveness of various means for achieving educational objectives, and (4) providing information to students about the nature of educational programs.

MINIMUM HIGH SCHOOL STANDARDS

RELATED TO GUIDANCE

HIGH SCHOOL STANDARDS
DIRECTLY RELATED TO GUIDANCE

STANDARD EDb-403-03
PUPIL SERVICES

Each school system shall maintain a balanced comprehensive and coordinated program of pupil services. The pupil services program shall be identified with appropriate functions and staff decentralization in accordance with an organizational plan.

(A) There shall be a guidance program in each school comprised of individual and group services designed to give systematic aid to all pupils in achieving optimal development in educational, vocational, personal, social, health and civic concerns. Out-of-school resources, in accordance with established policy, shall be used to implement the guidance program.

(B) The guidance program shall be coordinated and stimulated by a qualified school counselor and shall involve the entire staff as responsible participants.

(C) Valid and objective information regarding pupil achievement, progress, development and abilities, shall be obtained and used as a part of the instructional program.

(D) Each school shall keep records which will provide for the registration and attendance of pupils and shall maintain an up-to-date permanent cumulative record of individual pupils showing personal data and progress through school.

(E) Each school shall issue, at stated intervals, to parents or legal guardian a progress report for every pupil. In addition, interim reports shall be issued to the parents or legal guardian when the progress of the pupil is not satisfactory.

(F) Each school shall provide those health services essential for the promotion of health and for the protection of the pupils and school personnel.

(G) Each school shall have provision for the services of a psychologist, a speech and hearing therapist, and a registered nurse.

(H) Each school shall provide routine screening procedures designed to identify children who need special education programs and services.

INTERPRETATIVE SECTION FOR STANDARD EDb-403-03

The effective pupil service program provides for the following services: psychological, guidance, school health, visiting teacher, speech and hearing therapy, child accounting, pupil appraisal, and special education. The organization, administration, and primary and related functions are outlined in the publication *The Organization of Pupil Services* by the Ohio Department of Education.

The attendance and registration record shall be set up by grades and shall show the following information for each pupil enrolled: name, date of birth, name of parent, date entered school, date withdrawn from school, days present, days absent, and grade. (Section 3317.021 Revised Code of Ohio)

The type of grading system and the report is determined by the school. Report forms shall be distributed after each grading period. Interim reports shall inform parents or legal guardian when progress is not satisfactory.
See Appendix C-I for statement on *The School Guidance Program* and Appendiz C-II for statement in *Measurement, Evaluation, and Research.* (see pp 1 and 4)

STANDARD EDb-403-04
STAFF PERSONNEL

Staff members shall be qualified from the standpoint of training, certification, personal fitness, management, ability to perform the required tasks, personal growth and professional attitude and the various services required by the board of education.

(H) The Pupil Personnel Service Certificate for school counselor shall be required of persons devoting half-time or more to the guidance program. Beginning with the school year 1969-1970, persons devoting less than half-time to the guidance program shall have as a minimum 12 semester hours in professional graduate guidance courses. However, persons who have been assigned more than half-time to guidance services for five or more years prior to 1958 and

have demonstrated ability to give satisfactory service may continue to serve in this capacity.

(I) Each school shall provide guidance staff in the ratio of one full-time counselor to 500 students. A school with 500 or more students shall have at least one certificated counselor. Effective with the school year 1970-71, the counselor-pupil ratio shall be 1-400, with at least one certificated counselor required for a school with 400 or more pupils.

STANDARD EDb-403-05
INSTRUCTIONAL MATERIALS AND EQUIPMENT

Instructional materials and equipment shall be appropriate in kind and amounts to facilitate instruction and the achievement of quality in all areas of work and study within the educational program.

(L) Each school shall have in the student guidance area or library center guidance materials to aid students in their educational, vocational, personal, social, health, and civic development.

STANDARD EDb-403-08
PHYSICAL FACILITIES

The school site and building shall provide appropriate and adequate physical facilities to meet the needs of the educational program and to safeguard the health and safety of the pupils.....

(K) The school shall provide facilities designed for guidance services. Provision shall be made for:

(1) Individual counseling and group conferences

(2) Filing of materials

(3) Reception, storage, and display areas

(4) Individual and group testing.

HIGH SCHOOL STANDARDS
INDIRECTLY RELATED TO GUIDANCE

STANDARD EDb-403-01
ORGANIZATION AND ADMINISTRATION

The organization and administration of secondary education in the community shall be that which best meets the needs of the pupils, the community, and the society and fulfills the purpose for which the secondary school was organized.

(E) Summer school programs shall meet all minimun standards as they apply to the specific courses offered. The high school principal, or a qualified staff member, shall serve as director of the summer school program.

(1) A student taking new work in a summer school program shall have the minimum number of clock hours of instruction as are required for each unit of credit granted in EDb-403-01. (Q). EDb-403-01 (R), and EDb-403-01 (S) respectively. For repeat work the amount of time the student shall spend in class shall be determined by each individual school depending upon the merits of each case involved.

(2) A maximum student load shall be one new unit per summer, with a maximum of three such units counting toward graduation.

(F) Home instruction shall meet the standards as adopted by the State Board of Education and the Division of Special Education.

(G) Credit for tutoring, other than home instruction, shall be granted under the following conditions:

(1) Prior approval be granted by the principal of the school wherein credit is to be granted.

(2) The teacher shall be properly certificated and shall be officially approved for tutoring in the school system.

(3) The student shall meet with the teacher a minimum of twenty clock hours and be assigned additional work that shall make a total of 60 clock hours for each one-half unit of credit granted.

(4) A maximum of two such units of credit may be counted toward graduation.

(5) The principal shall require the tutor to submit a record of the work covered and a report of the quality of the work done.

(H) Evening high schools and adult high school granting credit for graduation shall be chartered or shall operate as an extension of the regular high school program.

(1) Classes conducted for credit as an extension of the regular high school day program shall meet the minimum standards as they apply to the sponsoring high school.

(2) No pupil enrolled full-time in a regular high school day program shall be permitted to enroll in either an evening high school or in evening classes except under strict administrative control. The school in which the student is enrolled shall grant prior permission for any credit to be earned by evening school work.

(I) Credit for correspondence school courses may be applied toward graduation provided:

(1) Prior authorization to enroll in correspondence courses has been given by the high school principal or by a school official designated by the superintendent of schools.

(2) Students enrolled in the day school shall not study by correspondence courses taught by the school.

(3) Maximum credit earned by correspondence study shall not exceed four units.

(L) Seventeen units of credit above the eighth grade, as a minimum, shall be required for graduation. The minimum quantitative requirements shall be: English - 3 units, social studies - 2 units (one unit must be American history and government), science - 1 unit,

mathematics - 1 unit, and health and physical education - 1 unit. Credits, or their equivalent, earned in the ninth grade of a chartered junior high school shall be counted toward graduation. This requirement of 17 units shall become effective September 1, 1971.

(1) A maximum of one unit of credit within the required 17 units for graduation may be made up of courses which carry less than 1/2 unit of credit value.

INTERPRETATIVE SECTION FOR STANDARD EDb-403-01 (L)

All students who graduate from high school on September 1, 1971, or thereafter, must meet the 17 unit requirement. Students are encouraged to have both breadth and depth in their education. To achieve depth, a student's selection of courses should show concentration of his work within selected and related fields. A minimum of such concentration should be two majors of three units each and two minors of two units each.

Credits or their equivalency for students entering the 10th grade shall be determined by an established policy developed by the board of education. The junior high school principal has the responsibility of transmitting subject units of credit or equivalency information of a student's work to the senior high school.

(N) Each high school shall accept credits earned toward graduation from any high school accredited or approved by a state department of education. An official transcript, except as provided by Section 3313.642, Revised Code of Ohio, shall be furnished by the sending school to verify credits earned.

(Q) All academic type courses which require outside preparation shall be scheduled for a minimum of 120 clock hours per year for one unit of credit or 60 clock hours for one-half unit of credit.

INTERPRETATIVE SECTION FOR STANDARD EDb-403-01 (Q)

Academic type courses are those in which preparation by students, for classes, is primarily out of class; e.g., English, mathematics, social studies, art appreciation, and music appreciation.

(R) Laboratory type courses, and courses requiring little or no homework, shall be scheduled for a minimum of 160 clock hours per year for one unit of credit or 80 clock hours for one-half unit of credit.

INTERPRETATIVE SECTION FOR STANDARD EDb-403-01 (R)

Laboratory type courses are those in which investigative and/or manipulative classroom activities, in part or entirely, are of such a nature that generally no out-of-class preparation is required for such activities; e.g., laboratory sciences, art, typing, industrial arts, home economics, and laboratory type music.

(S) Non-academic type courses requiring little or no homework shall be scheduled for a minimum of 120 clock hours per year for one-half unit of credit, or 60 clock hours for one-fourth unit of credit.

INTERPRETATIVE SECTION FOR STANDARD EDb-403-01 (S)

Non-academic type courses are those designed for the development of skills in which classroom activities are of such a nature that out-of-class preparation is not ordinarily required of students; e.g., personal typing, general music, and physical education.

(U) Fractional units of credit may be granted with minimum time requirements proportionate to those specified in sections (Q), (R), and (S).

(V) A school may develop experimental programs not provided for in these standards with prior approval of

the Superintendent of Public Instruction. The school may institute permanent status of such programs with adequate evidence of continuous self-evaluation and approval by the Superintendent of Public Instruction.

INTERPRETATIVE SECTION FOR STANDARD EDb-403-01 (V)

It is the purpose of the State Department of Education, in pursuing its leadership responsibilities, to encourage schools and to provide assistance whenever possible in the development of promising experimental and pilot programs. In authorizing experimental programs, consideration will be given to the encouragement of the highest possible level of project design and leadership for innovation. Experimental programs shall meet all statutory requirements.

The permanency of the program will be contingent on periodic evaluations as required by the Superintendent of Public Instruction or with the revision or adoption of new minimum standards.

Approval for experimental programs is necessary only for such type programs which depart from the adopted standards. The procedures for approval of experimental programs are:

a. Evidence of local board of education approval;

b. Submission of a written application with complete description of the program;

c. Submission of a written evaluation of the program each year for a three-year period, if approval is granted;

d. Reporting any changes to the Division of Elementary and Secondary Education.

Permanency status may be granted on the basis of written evaluation at the end of the third year,

STANDARD EDb-403-04
STAFF PERSONNEL

Staff members shall be qualified from the standpoint of training, certification, personal fitness, management, ability to perform the required tasks, personal growth and professional attitude and the various services required by the board of education.

(B) The members of the entire staff shall participate in appropriate and effectively organized in-service education activities each year.

(C) There shall be a continuing program of orientation for teachers new to the building during their first year.

STANDARD EDb-403-02
CURRICULUM AND INSTRUCTION

The high school shall provide a comprehensive, college preparatory or vocational curriculum which includes all those pupil activities for which it assumes responsibility and conforms to the requirements of Section 3313.60, Revised Code of Ohio. Instructional methods and procedures shall be those which most effectively promote the purpose of the school program and which meet the needs and individual differences of all pupils.

(G) Individual differences of students shall be provided for within the educational program in each school by accelerating students, grouping students, enriching or adjusting the program, differentiating materials and methods, and through establishment of special education classes for those children whose needs cannot be adequately met in general education programs.

(K) In the best interests of the social, physical, emotional and intellectual well-being of the student, the number of courses and activities carried each year shall be determined on the basis of needs, interests, and capacity.

(N) The instructional program shall give evidence of:

(1) The selection and use of varied types of learning materials and experiences.

(2) The adaptation of organization and instructional procedures to student needs.

(3) The use of varied evaluative instruments and procedures.

STANDARD EDb-403-07
EVALUATION AND RESEARCH

Constant evaluation and research are the processes which seek to effect improvement in the purposes of the school, understanding of pupils, instructional methods, and assessment of educational outcomes. The research and evaluation shall provide means of evaluating the purposes of the school, the pupils, the teachers, methods and materials, curricular content, organization, and the final product.

(C) Systematic use shall be made of recognized national, regional, or state evaluative criteria.

(F) All major phases of the school's program, both instruction and services, shall be carefully studied and evaluated at least once every five years. The results of such studies shall be used to implement improvements.

INTERPRETATIVE SECTION FOR STANDARD EDb-403-07 (F)

Major phases of the school's program to be studied and evaluated should include, but not necessarily be limited to: Staff, Instruction, Curriculum, Facilities, Equipment, Materials, Pupil Personnel, Services, School Activities, and School and Community Relations.

(G) Standardized test results and other data on pupil potential and achievement shall be utilized in efforts to improve instruction.

MINIMUM JUNIOR HIGH SCHOOL STANDARDS

RELATED TO GUIDANCE

JUNIOR HIGH SCHOOL STANDARDS
DIRECTLY RELATED TO GUIDANCE

STANDARD EDb-405-03
PUPIL SERVICES

Each school system shall maintain a balanced, comprehensive, and coordinated program of pupil services. The pupil services program shall be identified with appropriate functions and staff decentralized in accordance with an organizational plan.

(A) The junior high school guidance program shall include the following:

(1) There shall be a guidance program in each school comprised of individual and group services designed to give systematic aid to all pupils in recognizing and solving educational, vocational, personal, social, health, and civic concerns.

(2) Each school shall, in conformance with established policy, utilize out-of-school resources to achieve the objectives of the guidance program.

(3) The guidance program, under the direction of the principal, shall be coordinated and stimulated by the school counselor and shall involve the entire staff as responsible participants.

(4) The seventh grade guidance program shall have a central emphasis on orientation of the pupil to the junior high school experiences.

(5) The guidance program shall include developmental experiences in terms of the improvement of study habits, educational growth, and social orientation.

(6) The guidance program shall give emphasis to pre-vocational and educational guidance and provide direction for each pupil's future program.

(7) The guidance program shall utilize both individual counseling and group guidance techniques.

(8) Valid and objective information regarding pupil achievement, progress, development, and abilities, shall be obtained and utilized as a part of the instructional program.

(B) Each junior high school shall provide those health services essential to the promotion of health and protection of pupils.

(C) Each junior high school shall make provision for or have access to the services of a school psychologist, a speech and hearing therapist, and a registered health nurse.

(D) Each junior high school shall have up-to-date cumulative records of individual pupils showing personal data including health and immunization and a record of educational progress.

(E) Each junior high school shall maintain a continuing attendance check of each child enrolled.

(F) Each junior high school shall have a planned and coordinated program of pupil appraisal utilizing standardized group tests of ability and achievement.

(G) Provision shall be made for pupils who have been enrolled at the elementary level in special education for continuance at the junior high school level in such programs.

(H) Each junior high school shall issue at stated intervals a progress report for every pupil and supplementary written reports when the progress of a pupil is not satisfactory.

INTERPRETATIVE SECTION FOR STANDARD EDb-405-03

The effective pupil service program provides for the following services: psychological, guidance, school health, visiting teacher, speech and hearing therapy, child accounting, pupil appraisal, and special education. The organization, administration, and primary and related functions are outlined in the publication *The Organization of Pupil Services* by the Ohio Department of Education.

The attendance and registration record shall be set up by grades and shall show the following information for each pupil enrolled: name, date of birth, name of parent, date entered school, date withdrawn from school, days present, days absent, and grade. (Section 3317.021, Revised Code of Ohio)

The type of grading system and the report is determined by the school. Report forms shall be distributed after each grading period. Interim reports shall inform parents or legal guardian when progress is not satisfactory.

See pp. 1 and 4 for statement on "The School Guidance Program" and on "Measurement, Evaluation, and Research."

STANDARD EDb-405-04
STAFF PERSONNEL

The junior high school staff shall consist of properly certificated and professionally competent administrators, teachers, and service personnel. Staff members shall be selected and assigned on the basis of professional preparation, personal qualifications, and interests in teaching at the junior high school level.

(F) The Pupil Personnel Service Certificate for school counselor shall be required of persons devoting half-time or more to the guidance program. Beginning with the school year 1969-1970, persons devoting less than half-time to the guidance program shall have as a minimum, 12 semester hours in professional graduate guidance courses. However, persons who have been assigned more than half-time to guidance services for five or more years prior to 1958, and have demonstrated ability to give satisfactory service may continue to serve in this capacity.

(G) Each junior high school shall have at least one guidance counselor and provide guidance staff in the ratio of one full-time certificated counselor required for any school with 500 or more pupils. Effective with the school year 1970-1971, the counselor-pupil ratio shall be 1-400, with at

least one full-time certificated counselor required for any school with 400 or more pupils.

STANDARD EDb-405-05
INSTRUCTIONAL MATERIALS AND EQUIPMENT

Instructional materials shall be provided by the board of education, or proper administrative authority, and shall be appropriate in kind and amount to achieve the goals in all areas of work and study within the educational program.

(E) Each junior high school shall have in the student guidance area, or library center, guidance materials which reflect the orientation of pupils to secondary educational experiences, personal and social development, and career outlooks.

STANDARD EDb-405-08
PHYSICAL FACILITIES

The school site and building shall provide appropriate and adequate physical facilities to meet the needs of the educational program and to safeguard the health and safety of the pupils. There shall be academic classrooms in kind and number, as well as laboratories and auxiliary facilities to provide for the educational program required in Standard EDb-405-02 (B) and (C).

(H) Each junior high school shall provide adequate physical facilities to implement the guidance program including:

(1) A room or rooms for individual counseling and group conferences

(2) Filing materials

(3) Reception, storage, and display area

(4) Individual testing services

JUNIOR HIGH SCHOOL STANDARDS
INDIRECTLY RELATED TO GUIDANCE

STANDARD EDb-405-01
ORGANIZATION AND ADMINISTRATION

The organization and administration of junior high school education in the community shall be that which best meets the needs of the pupils, the community, and the society and fulfills the purpose for which the junior high school was organized.

(F) The junior high school shall assign pupils by grade level, by section, and by groups in accordance with board of education policies which provide for individual differences.

(G) Each junior high school shall accept the official transcript of any pupil transferring from any other school approved or accredited by its State Department of Education.

(K) A school may develop experimental programs not provided for in these standards with prior approval of the State Department of Education and may institute permanent status of such programming with adequate evidence of contiruous self-evaluation and approval by the State Department of Education.

INTERPRETATIVE SECTION FOR STANDARD EDb-405-01 (K)

It is the purpose of the State Department of Education, in pursuing its leadership responsibilities, to encourage schools and to provide assistance whenever possible in the development of promising experimental and pilot programs. In authorizing experimental programs, consideration will be given to the encouragement of the highest possible level of project design and leadership for innovation. Experimental programs shall meet all statutory requirements.

The permanency of the program will be contingent on periodic evaluations as required by the Superintendent of Public Instruction or with the revision or adoption of new minimum standards.

Approval for experimental programs is necessary only for such type programs which depart from the adopted standards. The procedures for approval of experimental programs are:

a. Evidence of local board of education approval;
b. Submission of written application with complete description of the program;

c. Submission of a written evaluation of the program each year for a three-year period, if approval is granted;

d. Reporting any changes to the Division of Elementary and Secondary Education.

Permanency status may be granted on the basis of written evaluation at the end of the third year.

(L) Each school shall provide for the efficient maintenance and filing of records and reports.

(1) Personnel records including cumulative files of pupils shall be maintained, conveniently located and made available to the certificated staff.

(2) A complete transcript of academic, health and immunization records shall accompany any assignment or transfer of a pupil to another school.

STANDARD EDb-405-02
CURRICULUM AND INSTRUCTION

The program for the junior high school shall incorporate experiences for the pupil which enable him to explore his own interests and aptitudes; be gradually introduced to full departmentalization of experience; have guidance and assistance in making his choices and setting his goals; experience pre-vocational activity; enjoy controlled freedom to develop initiative, creativity, and responsible citizenship; and have extensive opportunity for utilization and extension of use of the basic skills in functional situations in a developmental process.

(B) The educational program of the school shall meet the requirements of Section 3313.60, Revised Code of Ohio.

(C) The junior high school shall schedule, over a three-year period, the following subjects in a developmental process, recognizing legal requirements.

Subject	Years required to be scheduled by the school	Years required to be studied by each pupil
Language arts	3	3
Mathematics	3	2
Social studies	3	2 (including United States history — one year; Ohio history, geography, and civics — one semester or the equivalent)
Science	2	2
Health and physical education	3	2
Industrial arts	2	1
Home economics	2	1
Music	3	2
Art	3	2
Foreign language	1	0
Business practices	1	0

(A year's work is interpreted to mean two semesters of instruction or the equivalent.)

INTERPRETATIVE SECTION FOR STANDARD EDb-405-02 (C)

The home economics requirements shall apply to girls. The industrial arts requirements shall apply to boys. The 107th General Assembly enacted legislation after the adoption of the 1968 Junior High Standards (Minimum) which state in part, "In districts wherein a junior high school is maintained, the elementary schools in that district may be considered to include only the work of the first six school years inclusive." Therefore, as a minimum, art and music programs in the junior high school (7–8–9) curriculum shall be scheduled two years, one year required to be studied by each pupil.

Ohio history, geography, and civics shall be given equal weight with the other academic subjects in the educational program. For example: if the academic subjects (English, mathematics, etc.) are scheduled for five 40-minute periods per week for the school year (two semesters) then Ohio history, geography, and civics shall be scheduled five 40-minute periods per week for one half the school year (one semester) or its equivalent.

(E) The instructional program shall give evidence of the adaptation of organization and instructional procedures to meet student needs.

(G) There shall be evidence that instructional materials, techniques, and processes are provided for varying levels of ability, interest, and social and emotional maturity.

(H) Individual differences of students shall be provided for within the educational program in each junior high school by accelerating, enriching, or adjusting the educational program; grouping students within the classroom or grade level; differentiating materials and methods; and through the establishment of special education classes for those pupils whose needs cannot be adequately met in the regular educational program.

STANDARD EDb-405-04
STAFF PERSONNEL

The junior high school staff shall consist of properly certificated and professionally competent administrators, teachers, and service personnel. Staff members shall be selected and assigned on the basis of professional preparation, personal qualifications, and interests in teaching at the junior high school level.

(K) The board of education shall provide for workshops, conferences, visitations, and other activities which will encourage the continued growth and improvement of all personnel.

(L) The junior high school principal shall organize and direct the in-service education and staff development program in his school.

(M) The members of the entire staff shall have opportunities to participate in a continuing and effective in-service education program.

(N) There shall be, for teachers new to the building, a continuing program of orientation during their first year.

STANDARD EDb-405-07
EVALUATION AND RESEARCH

Constant evaluation and research are the processes which seek to effect improvement in the purposes of the school, understanding of pupils, instructional methods, and assessment of educational outcomes. The research and evaluation shall provide means of evaluating the purposes of the school, the pupils, the teachers, methods and materials, curricular content, organization, and the final product.

(B) Each school shall show evidence of a plan of continuous review, study, research, and analysis, aimed at school improvement.

(C) Systematic use shall be made of recognized national, regional, or state evaluative criteria.

(D) National, regional, state, and local research materials shall be utilized in self-studies.

(F) All major phases of the school's program, both instruction and services, shall be carefully studied and evaluated at least once every five years. The results of such studies shall be used to implement improvements.

INTERPRETIVE SECTION EDb-405-07 (F)

Major phases of the school's program to be studied and evaluated should include but not necessarily be limited to: Staff, Instruction, Curriculum, Facilities, Equipment, Materials, Pupil Services, School Activities and School and Community Relations.

(G) Standardized test results and other data on pupil potential and achievement shall be utilized in efforts to improve instruction.

(I) Results of studies and evaluations of the school program shall be made known to the teaching staff, the administration, the board of education, and others legitimately concerned to establish common understandings of strengths and weaknesses throughout the school and consider constructive criticism and ideas.

(K) Staff members shall be encouraged to conduct action research and well-planned experimentation directed toward improvement of the school program and increasing the effectiveness of staff members. Such research and experimentation shall be accompanied by planning, design, evaluation, and reporting.

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